THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

CATALOGUE
OF

TABOR COLLEGE

FOR THE YEAR
1897-1898

1897.

SEPTEMBER

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1898.

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..Tabor College..

Catalogue for the year

1897=1898

Published by the College

PRINTED BY THE
NEW NONPAREIL COMPANY
COUNCIL BLUFFS
IOWA

GASTON HALL.

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COLLEGE CALENDAR.

1897

June 6—Sunday Morning, - - - Baccalaureate Sermon
6—Sunday Evening, - Address before the Christian Associations
7—Monday Evening, - - - Entering Class Exercises
8—Tuesday Morning, - Annual Meeting Board of Trustees
8—Tuesday Afternoon, - - - - Alumni Address
8—Tuesday Evening, - - - Conservatory Recital
9—Wednesday Morning, - - Commencement Exercises
Sept. 14—Tuesday, - - - - - Fall Term Begins
Dec. 17—Friday, - - - - - Fall Term Ends

1898

Jan. 4—Tuesday, - - - - Winter Term Begins
27—Thursday, - - - Day of Prayer for Colleges
Mar. 18—Friday, - - - - Winter Term Ends
29—Tuesday, - - - - Spring Term Begins
May 19—Thursday, - - - - - Field Day
June 19—Sunday Morning, - - - Baccalaureate Sermon
19—Sunday Evening, - Address before the Christian Associations
20—Monday Evening, - - - Entering Class Exercises
21—Tuesday Morning, - Annual Meeting Board of Trustees
21—Tuesday Afternoon, - - - Alumni Address
21—Tuesday Evening, - - - Conservatory Recital
22—Wednesday Morning, - - Commencement Exercises
Sept. 13—Tuesday, - - - - - Fall Term Begins

BOARD OF TRUSTEES.

PRESIDENT, REV. WILLIAM M. BROOKS, D.D., President-Emeritus.
SECRETARY, ALEXANDER C. GASTON.
TREASURER, C. L. HALL.

Term Expires 1897.

ALEXANDER C. GASTON, - - - - Tabor.
HON. ANDREW B. THORNELL, - - - - Sidney.
J. H. RICE, M. D., - - - - - Escondido, Cal.
W. C. BROWN, - - - - - - Chicago, Ill.
ROBERT MCCLELLAND. - - - - Omaha, Neb.
GEORGE A. DAY, - - - - - - Omaha, Neb.
H. R. LAIRD, - - . - - - Tabor.

Term Expires 1898.

REV. WILLIAM M. BROOKS, D. D., - - - Tabor.
LEMUEL E. WEBB, - - - - - Tabor.
HENRY NELSON WOOD, - - - - - Omaha, Neb.
*SOLOMON JONES, - - - - - Tabor.

Term Expires 1899.

JOHN M. BARBOUR, - - - - - Tabor.
SAMUEL HOLMES, - - - - - Hamburg.
REV. EDWIN S. HILL, D. D. - - - - Atlantic.
HERBERT T. WOODS, - - - - Tabor.
CARL C. WRIGHT, - - - - - Omaha, Neb.

Term Expires 1900.

JAMES L. SMITH, - - - - - - Tabor.
W. W. WALLACE, - - - - - Council Bluffs.
C. A. BARNES, - - - - - - Tabor.
REV. A. R. THAIN, D.D., - - - - Chicago, Ill.
CHARLES M. DAY, - - - - - Sioux Falls, S. D.

Term Expires 1901.

NATHAN P. DODGE, - - - - - Council Bluffs.
SAMUEL C. BROOKS, - - - - - Cleveland, Ohio.
HON. E. J. BURKETT, - - - - Lincoln, Neb.

*Died February 9, 1897.

COMMITTEES.

EXECUTIVE COMMITTEE.

Pres. R. C. Hughes, Chairman. A. C. Gaston, Secretary.
Rev. A. R. Thain, D. D. J. M. Barbour,
H. T. Woods.

COMMITTEE OF WAYS AND MEANS.

Mr. H. N. Wood. Mr. W. W. Wallace. Hon. E. J. Burkett.
Mr. Samuel Holmes. Mr. J. M. Barbour.

COMMITTEE ON INSTRUCTION.

Pres. R. C. Hughes. Rev. Dr. E. S. Hill.
Dr. J. H. Rice. Mr. George A. Day.

VISITING COMMITTEE OF THE STATE ASSOCIATION.

Rev. Dwight P. Breed, D. D., Creston.
Rev. John Askin, D. D., Council Bluffs.
Mr. James Mills, Stuart.

VISITING COMMITTEE OF COUNCIL BLUFFS ASSOCIATION.

Rev. C. L. Snowdon, Harlan. Rev. T. L. Kiernan, Cromwell.
Rev. D. M. Ogilvie, Oakland.

OFFICERS OF THE ALUMNI ASSOCIATION.

President, Mr. H. N. Wood, 1034 South Thirty-ninth Street, Omaha, Neb.
Vice-President, Mrs. H. T. Woods, Tabor.
Treasurer, Mr. L. A. Hill, Tabor.
Corresponding Secretary, Mrs. Senah Keenan, Tabor.
Recording Secretary, Miss Alice Piper, Tabor.

FACULTY.

REV. RICHARD C. HUGHES,
PRESIDENT,
Professor of Mental and Moral Science.
A. B., Wooster University, 1884; A. M., 1887. Princeton Seminary, 1884-5. Graduate McCormick Seminary, 1887.

HELEN E. MARTIN,
Professor of History.
Oberlin, 1860; A. M., 1883.

JAMES T. FAIRCHILD,
Professor of Latin.
A. B., Oberlin, 1883. Oberlin Theological Seminary, 1883-4.
A. M., Harvard, 1886.

MARGARET LAWRENCE,
Professor of Mathematics.
B. S., Tabor, 1891.

RAYMOND H. STETSON,
Professor of Natural Science.
Ph. B., Oberlin, 1893. A. M., 1896.

REV. H. EVERETT FARNHAM,
Professor of Greek, German and French.
B. A., Colby University, 1889. A. M., 1892. Yale University, 1890-2.

IDA FLEMING,
Professor of English Language and Literature.
Ingham University, 1878.

ELIZABETH McMANIGAL,
Instructor in English Language and Literature.
Ph. B., Wooster University, 1894.

*MABEL BRADBURY MAIN,
Instructor in Piano, Theory and Musical History.
Graduate New England Conservatory, 1893.
Pupil of Virgil Piano School, New York, N. Y., 1896-7.

* On leave of absence for study 1896-7.

HOWARD E. GOODSELL,
Instructor of Voice, Violin and Theory.
Pupil Oberlin Conservatory, 1889-95.

MYRA McCLELLAND.
Instructor in Piano, Theory and Musical History.
Graduate Tabor Conservatory, 1896.

EDGAR G. FRAZIER,
Instructor in Elocution.
Fulton and Trueblood School Oratory, 1892.
Emerson School, Boston, 1894-5.

CORENA LAUGHLIN,
Instructor in Art.
Pupil Omaha Academy of Art.

LECTURERS.

E. E. HARRIS,
Lecturer, Physiology and Chemistry.
Tabor, 1891. M. D., Howard Univ. Medical College (Wash. D. C.) '95.
Lecturer Columbian Univ. '94-5.

C. A. LOVE, Malvern,
Lecturer, Physiological Psychology.
Tabor, 1886. Omaha Medical College, 1887-9. M. D., St. Louis Medical College, 1890. Prof. of Histology, St. Louis Medical College, 1890-92.

Rev. DWIGHT P. BREED, D. D., Creston,
Lecturer, Sociology.

FELLOWS.

Edward C. Schneider, *Tutor in Algebra.*
Margaret Davis, *Tutor in Astronomy.*
Clark Cummings, *Tutor in Chemistry.*
William Rufus Pratt, *Tutor in French.*
Lewis R. Wells, *Tutor in Geometry.*

GENERAL INFORMATION.

TABOR COLLEGE, the outgrowth of Tabor Literary Institute, was established in 1866, "for the purpose of giving our young men and women in these rapidly growing western states an opportunity of securing a liberal Christian education." Its founders were men and women inspired by the work of Oberlin College. The articles of incorporation state, "This College shall have power to confer all degrees conferred by similar institutions, its object shall be to promote Christian education by harmoniously developing the moral, mental and physical powers of those who share its advantages."

The College is unsectarian, but distinctly and positively Christian in its influence, discipline and instruction. It is endorsed by the General Association of Congregational Churches of Iowa, and a committee appointed each year examines the work of the College and reports to the Association. A large part of the Trustees and Faculty are Congregationalists. Daily service is held in the Chapel, in which students and Faculty unite; students' prayer meetings are held each Friday evening; systematic Bible study is pursued in all the courses, and all students are expected to attend the regular services of Sabbath morning at one of the churches of the town.

Tabor is thirty-five miles southeast of Council Bluffs. It is at the terminus of the Tabor & Northern railroad, and is easily reached via Malvern, Iowa, where the Tabor & Northern connects with the main line of the Chicago, Burlington & Quincy, and with the Omaha & St. Louis (Wabash) railroads. The town is located upon the heights of southwestern Iowa, hence the name early given to it, "Mount Tabor." It is known for its most healthful and picturesque location.

The interests of the town and College are one. Most of the students board in private families, where they may have the influence of a home.

GOVERNMENT.

It is the design so to administer the government of the College as to aid in thorough intellectual culture, and more especially to develop that manhood and womanhood which will fit students for the responsibilities of life.

The immediate control in all matters pertaining to the conduct of the students is in the hands of the Faculty. It is their desire to lay no unnecessary restrictions on the young people under their care. Self-government is an essential part of a college education.

A faithful record of all the work done by each student is preserved in the College office, and reports are sent to the parents at the close of each term.

AID FOR STUDENTS.

The Congregational Education Society assists those in the College who are preparing for the Christian ministry.

Scholarships have been founded by the following persons:

Miss Elizabeth Davis,	Two.
W. S. Houghton.	One.
J. E. Howard,	One.
Mrs. Katie Woods Clark,	One.
A friend, "J. T. R.,"	One.
Mrs. Mary B. Young for M. B. C. Durfee,	One.
Mrs. Charles Atkinson,	One.
Miss Julia Dickinson,	Ten.

Applicants for scholarship should address the President of the College, with testimonials.

Students above the Freshman year, whose record in all work is good, and who show exceptional ability in one department, may be appointed by the Faculty to a fellowship, as a reward for marked scholarship, The Fellow is expected to assist the head of the department. This plan has proven a success in giving the Faculty efficient help, and at the same time aiding capable students.

EXPENSES.

It is the design to keep expenses as low as possible, so as to bring a thorough education within the reach of all.

Tuition and incidentals, per term		$13.00
Table board, per week	$2.50 to	3.50
Rooms, everything furnished, including fuel and light, with board, may be obtained in private families at a cost per week from	3.00 to	5.00
Graduation fee		5.00
Laboratory fee in Chemistry, Freshman year		10.00
Laboratory fee, elective		4.00
Laboratory fee in Mineralogy, Sophomore year		3.50
Laboratory fee in Biology, Sophomore year		2.00

For tuition in Music and Art see pages 37, 39.

LIBRARY AND READING ROOM.

The library is catalogued according to the Dewey decimal system, and contains 8,000 volumes. In connection with this is the reading room, where the leading newspapers, reviews and magazines may be consulted. Both are open for the use of the students, Sunday excepted, from 8 A. M. to 4 P. M.

LABORATORIES AND APPARATUS.

The Chemical laboratory is in the basement of Gaston Hall. It is a large room with desks and all necessary apparatus for qualitative work. A room fitted up with a fine balance and all essentials for the work is devoted to quantitative analysis; another has been set apart and partially furnished for a physical laboratory, and a good beginning has been made in the collection of apparatus. There is now on hand a small gas engine, a dynamo of modern model, induction coils, tools for the preparation of apparatus and a stock of material.

The College possesses an ample supply of apparatus for the illustration of the Academy work in physics. Among the scientific apparatus are an Alvan Clark telescope with four-inch object glass and powers ranging from sixty to three hundred, a large reflecting telescope, Ritchie's rotary air pump, a set of vacuum tubes, Geissler tubes, induction coil, spectroscope, mineralogical microscope with polarizing attachment (x 860,) theodolite and neurometer for measuring reaction times.

HERBARIUM AND MUSEUM.

The Museum is well supplied with specimens in the departments of Zoology, Geology and Mineralogy, besides curiosities from India and other countries, and relics collected from the American Indians. Extensive collections from the Atlantic, made in connection with the United States Fish Commission, and donations from the Smithsonian Institute, of Pacific and British shells, enable us to present a collection of marine invertebrates rarely excelled, if equalled, west of the Mississippi. Our geological collections, also, are now quite complete, representing all the prominent formations of the country.

STUDIO.

A large, well lighted room on the third floor of Gaston Hall is fitted as an Art room. It is equipped with models, casts from the antique, studies and designs for the use of the students.

LITERARY SOCIETY HALLS.

Two of the College literary societies, Phi Kappi and Phi Delta, occupy fine rooms on the third floor of Gaston Hall. Phi Kappi has just refurnished its hall and Phi Delta is already in pleasant quarters.

TEXT BOOK LIBRARY.

The students are furnished with text books and other supplies at nominal rates by the institution.

MUSICAL INSTRUMENTS.

The Conservatory has several pianos and claviers, a pedal organ and the use of the large pipe organ in the Congregational church.

BUILDINGS.

Gaston Hall is a brick building of three stories, and contains the President's office, Library, Art Room and Recitation rooms. It is heated by steam and furnished with modern equipments.

Whitin Cottage is a two-story frame building situated near the campus and accommodating the students with furnished rooms and board at reasonable rates.

The Chapel, the only building owned by the Academy until the founding of the College in 1866, and a small building, at present adapted to the needs of the Museum, are situated near the campus.

STUDENT ORGANIZATIONS.

There are two religious organizations among the students, the Young Woman's Christian Association and the Young Men's Christian Association. Both hold meetings every Sunday afternoon. The Friday evening prayer meeting, attended by all the students and members of the Faculty, is held under the auspices of these organizations. The Christian life of the College is deep and real. A revival during the winter of '96-97, made a strong impression upon the students, and left very few non-Christians in the institution.

There is a Current Literature Club to which the students and members of the Faculty are eligible. Meetings are held once a month, and the subject matter of the leading magazines is reviewed and discussed.

Outdoor sports are all held under the direction of the Athletic Union. The campus includes a beautiful ten-acre park in the very heart of the town, which affords ample room for ball grounds, tennis courts, race tracks, and all outdoor sports. The privileges are well used, and all healthy exercises find ample encouragement with the College authorities. The base ball and foot ball teams, competitive field day contests, tennis tournaments and other field and track athletics enlist an enthusiasm and support from the students that is a necessary part of college life.

The Athletic Committee of the Faculty advise with the students in regard to all sports.

The students of the Conservatory maintain a Reading Club devoted to the discussion of current topics in music. The club meets once a week, and the leading musical periodicals are reviewed with comments and suggestions by the teachers.

The College Glee Club, one of the most flourishing organizations among the students, is under the direction of the teacher of vocal music. Much interest is manifested, and the frequent calls to neighboring towns show the real progress that has been made.

The students maintain three literary societies, Phi Delta, Phi Kappa and Omega. They meet on Tuesday of each week, and add not a little to the intellectual and social life of the College.

During the past year the literary societies have undertaken the management of a course of lectures with most satisfactory results. The following lectures have been presented:

"The Golden Fleece"....Rev. F. E. Hopkings, D.D., of Dubuque, Iowa
"Coeducation".....Rev. E. C. Moulton, of Red Oak, Iowa
"Tennyson as a Prophet".....
"Browning's Rabbi Ben Ezra" } Rev. L. L. West, D.D., of Winona, Minn.
"Tennyson's Idylls of the King"
"The Worth of a Man"..... } Rev. J. P. D. John, D.D., Ex-President
"Vision of the Invisible".... } DePauw University.

TERMS OF ADMISSION.

Candidates for admission into any of the College courses must present satisfactory evidence of good moral character, and pass a creditable examination in the studies preparatory to the course they design to enter. Those coming from other institutions must present letters of honorable dismission. First-class teachers' certificates, or satisfactory marks from schools whose standing is known, will be accepted in place of examinations in the studies so provided for.

It is sometimes the case that a student wishes to pursue some of the studies in the regular course without becoming a candidate for the Bachelor's degree. When there is good reason for this choice the College will receive such as special students, and if they afterwards change their plans they can pass the matriculation examinations and complete the course for a degree.

The requirements for entrance to the Freshman class are as follows:

FOR ALL COURSES.

1. ENGLISH—The examination in English is in accordance with the plan adopted by the Commission of New England Colleges.

(a) An exercise in the correction of faulty sentences.

(b) *Reading.* A certain number of books will be set for reading. The candidates will be required to answer simple questions on the lives of authors. The examination is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books.

The books set for this part of the examination will be:

1897—Shakespeare's As You Like It; Defoe's History of the Plague in London: Irving's Tales of a Traveler; Hawthorne's Twice Told Tales; Longfellow's Evangeline; George Eliot's Silas Marner.

1898—Milton's Paradise Lost, Books I and II; Pope's Iliad, Books I and XXII; The Sir Roger de Coverly Papers in the Spectator; Goldsmith's The Vicar of Wakefield; Coleridge's Ancient Mariner: Southey's Life of Nelson: Carlyle's Essay on Burns; Lowell's Vision of Sir Launfal; Hawthorne's The House of the Seven Gables.

1899—Pope's Homer's Iliad, Books I, III, XXII and XXIV; Dryden's Palamon and Arcite; The Sir Roger de Coverly Papers; Goldsmith's The Vicar of Wakefield; Coleridge's Ancient Mariner; DeQuincey's Flight of a Tartar Tribe; Cooper's The Last of the Mohicans.

1900—Dryden's Palamon and Arcite; Pope's Homer's Iliad; Tennyson's The Princess; The Sir Roger de Coverly Papers; Goldsmith's The Vicar of Wakefield; DeQuincey's Flight of a Tartar Tribe; Scott's Ivanhoe; Cooper's The Last of the Mohicans.

(c) *Study and Practice.* This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon subject matter, form and structure.

The books set for this part of the examination will be:

1897—Shakespeare's The Merchant of Venice; Burke's Speech on Conciliation with America; Scott's Marmion; Macauley's Life of Samuel Johnson.

1898—Shakespeare's Macbeth; Burke's Speech on Conciliation with America; DeQuincey's The Flight of a Tartar Tribe; Tennyson's The Princess.

1899—Shakespeare's Macbeth; Milton's Paradise Lost, Books I and II; Carlyle's Essay on Burns; Burke's Speech on Conciliation with America.

1900—Milton's Paradise Lost, Books I and II; Burke's Speech on Conciliation with America; Macauley's Essay on Milton and Addison.

Lockwood's Lessons in English is the text specially recommended for preparation in English.

2. GEOGRAPHY—Outlines of Political Geography.

3. HISTORY—General outlines. History of the United States and of Great Britain, and Civil Government.

4. MATHEMATICS—

(a) Arithmetic, including the metric system.
(b) Algebra, through quadratics.
(c) Geometry, plane and solid.

5. NATURAL SCIENCE—A good general acquaintance with the following subjects is required, with laboratory practice in Physics and Botany. The texts named are merely to indicate the scope of the examination.

(a) Physiology and Hygiene. (Hutchinson or Martin.)
(b) Physical Geography. (Appleton.)
(c) Elementary Physics. (Gage.)
(d) Electricity and Magnetism.
(e) Botany. (Bessey.)

6. LATIN—
   (a) Grammar and Composition.
   (b) Cæsar, two books, or equivalent.
   (c) Cicero, five orations.
   (d) Virgil, five books.
   (e) Sallust's Jugurthine War.

7. ADDITIONAL FOR CLASSICAL COURSE—
   Greek—(a) Grammar.
   (b) Xenophon's Anabasis, two books.

8. ADDITIONAL FOR SCIENTIFIC COURSE—
   German—(a) Grammar and easy reading, Grimm's Mærchen or an equivalent.

9. ADDITIONAL FOR THE LITERARY COURSE—
   French—(a) Grammar and reading.

In general this is a summary of the work done in the Academy.

ACADEMY.

There is, connected with the College, a first class Academy, or fitting school. The courses of study are simple and complete, preparing the student for entrance to any of the College courses. At the same time, he is given as far as he goes, an excellent and thorough education; so that, if he contemplates no College course, the work will be as satisfactory and complete in the Academy as in any institution of the kind.

Since the Academy is under the same management as the College, the students have many exceptional privileges, such as lecture courses, gymnastic training, work in the Conservatory of Music, well equipped laboratories and museum, and a large library.

COLLEGE.

COURSES FOR STUDY.

Three courses are offered, each of four years. Three years of preparation is given for each in the Academy. These courses are intended to provide a thorough and systematic training in liberal studies and are carefully organized and administered to meet the wants of two classes of persons. First, for those who look forward to a professional or literary career. Second, for those who do not intend to carry their studies beyond the College course, and who wish to prepare themselves for active business life. It is believed that the courses as here offered will satisfactorily meet the two requirements. Students finishing either of the courses will be prepared to enter post-graduate work in our best universities and professional schools; or if they do not carry their study farther they will find themselves well trained for active life.

The Classical course leads to the degree of Bachelor of Arts. Preparation for this course requires three years' study in Latin and one in Greek. Latin is a required study for two years and Greek for four. Mathematics is required during the Freshman year. The emphasis is laid upon the Latin and Greek, but during Sophomore and Junior years mathematics and German are electives.

English literature is studied throughout the whole course. Work in the department of Philosophy begins in the Sophomore, and continues throughout the Junior and Senior years.

The Scientific course runs parallel with the Classical course with the exception that French, German and Drawing replace Latin and Greek in the Freshman and Sophomore years.

The Literary course omits the Greek, German and higher Mathematics and includes the Latin and French, and offers special subjects in Literature, Music and Fine Art. With these exceptions it agrees with the Classical course.

SYNOPSIS OF COURSES.

THE NUMBERS SHOW THE CLASS HOURS PER WEEK.

ACADEMY.

JUNIOR YEAR.

FALL TERM.

Latin, Harper's Inductive Primer 5
Algebra, to Fractions 4
Physical Geography 4
Civil Government 3

WINTER TERM.

Latin, Inductive Primer 5
Algebra, to Quadratics 4
Physical Geography 4
History, General Outlines 3

SPRING TERM.

Latin, Practical Composition 5
Algebra, to Logarithms 4
Elementary Psychology 4
History, General Outlines 3

MIDDLE YEAR.

FALL TERM.

Latin, Practical Composition 4
Plane Geometry 4
English 4
History, General Outlines 4

WINTER TERM.

Latin, Cicero's Orations, 30 pp. .. 4
Plane Geometry, Books ii & iii .. 4
History of England 4
English 4

SPRING TERM.

Latin, Cicero's Orations, 35 pp. .. 4
Plane Geometry, Books iv & v .. 4
Botany 4
English 4

SENIOR YEAR.

FALL TERM.

English Bible 3
Latin, Virgil's Aeneid, 1,000 lines 4
Physics 4
*Greek, White's First Greek Book 5
*German, Joynes-Meissner's Grammar 5
*French, Grammar and Reader .. 5

WINTER TERM.

Latin, Virgil's Aeneid, 1,800 lines 4
Physics 4
English, or Elocution 3
*Greek 5
*German 5
*French 5

SPRING TERM.

Latin, Sallust, Jugurthine War, Catiline 4
English 2
Elocution 2
*Greek 4
*German 4
*French 4
Solid Geometry 4

*Greek belongs to the Classical course; German to the Scientific; French to the Literary.

COLLEGE.

CLASSICAL COURSE.

Leading to the Degree of Bachelor of Arts.

FRESHMAN YEAR.

English	3
Mathematics	3
Latin	3
Greek	3
Natural Science	3
Elocution	2

SOPHOMORE YEAR.

English	2
Mathematics, or Beginning German	3
Latin	2
Greek	2
Natural Science	3
Mental and Moral Science	3

JUNIOR YEAR.

English	2
Mathematics, or German	2
Greek	3
History	3
Mental and Moral Science	3

SENIOR YEAR.

English	3
Greek	3
History	3
Mental, Moral and Social Science	3

SCIENTIFIC COURSE.

Leading to the Degree of Bachelor of Science.

FRESHMAN YEAR.

English	3
Mathematics	3
French	3
German	3
Natural Science	3
Elocution	2

SOPHOMORE YEAR.

English	2
Mathematics	3
French	2
Natural Science	3
Mental and Moral Science	3
Drawing	2

JUNIOR YEAR.

English	2
Mathematics	2
History	3
Science	4
Mental and Moral Science	3

SENIOR YEAR.

Mathematics	2
History	3
Science	4
Mental and Moral Science	3

LITERARY COURSE.

Leading to the Degree of Bachelor of Literature.

FRESHMAN YEAR.

English 3
Mathematics 3
Latin, or French 3
Natural Science 3
Music, or Fine Art 3

SOPHOMORE YEAR.

English 3
Mathematics, or Senior Preparatory German 3
Latin, or French 2
Natural Science 3
Mental and Moral Science 3
Music, or Fine Art 2

JUNIOR YEAR.

English 2
History 2
Science 3
Mental and Moral Science 3
Music, or Fine Art 3

SENIOR YEAR.

English 3
History 3
Mental and Moral Science 3
Music, or Fine Art 3

MENTAL AND MORAL SCIENCE.

PSYCHOLOGY—The object of this course is to give the student an introduction to the science of Psychology. Besides giving a preparatory course to those who are to do advanced work in this subject, the course is planned to meet the needs of other students by giving them an elementary knowledge of the aims, methods, general results and practical applications of modern Psychology. Lectures and text-book study are supplemented by essays and free class-room discussion. The student is encouraged in every way possible to think for himself.

At suitable times, during the course, lectures are given on the nervous system with demonstrations of the brain and several sense organs.

Attention is given to the applications of Psychology to Sociology, Education and Child study.

LOGIC--This is the study of the principles of deductive and inductive reasoning, with exercises in argument, and in the detection of fallacies. This work is supplemented by the consideration of questions of scientific method in other courses in this department.

Jevon's Logic (Macmillan) is the text used.

PHILOSOPHY—The first term is given to the study of Ladd's Introduction to Philosophy. Aside from the careful study of this text the student is directed to other similar texts in the Library. The results of this reading are brought out in class-room discussions, and in written reviews and analyses of books.

The study of the history of Philosophy is something more than a study of the various theories of philosophers. Along with this attention is given to the physical and social conditions as influencing and influenced by the higher culture, to the progress of empirical science in each period studied, and to the works of general literature in which the thought and faith of the time finds expression.

No attempt is made to cover the entire field, but a few periods are carefully studied, preparing the student with a good method and with material for farther study.

APOLOGETICS AND ETHICS—One term is given to the study of the positive argument, using Fisher's Grounds of Christian and Theistic Belief as text.

This is followed by the study of the negative arguments with the answers that have been given to them. The text book used is Farrar's History of Free Thought. These two courses are made to supplement each other.

Special attention is given to the development of doctrine, to the cause and cure of scepticism, and to the discussions of the present day. One term is given to the study of Theoretical Ethics. Christian Ethics, by Dr. D. S. Gregory, is used as a text because it gives an excellent outline view of the subject. Other text books, lectures and class-room discussions are employed to acquaint the student with the leading systems and fundamental principles of morality.

Courses two and three alternate. Course two was given in 1896-7. Course three will be given in 1897-8.

SOPHOMORE—COURSE I.

Fall and Winter—Psychology, James.
Spring—Logic, Jevons-Hill.

JUNIOR—COURSE II.

Fall—Introduction to the Study of Philosophy, Ladd.
Winter and Spring—History of Philosophy, Windelband, translated by Tufts.

SENIOR—COURSE III.

Fall—Apologetics. Fisher's Grounds of Christian and Theistic Belief.
Winter—History of Free Thought, Farrar.
Spring—Theoretical Ethics, Gregory.

BIBLE—It has been the custom to require one hour's work in English Bible throughout the year. Next year two three-hour courses will be required, one through the Fall term of the Senior Academy year, and one through the Spring term of the Freshman year. The object of these courses is to give the student a good working knowledge of the English Bible.

The work in the Academy will be in the New Testament, with the Freshmen in the Old Testament.

In each case the first work is in the unity and symmetry of the Book as a whole, this is followed by a study of the relations of the several parts, and then selected books are read and studied.

Senior Academy—*New Testament*, selected books.

Freshman—*Old Testament*, selected books.

ENGLISH.

The aim of this department is to furnish a course of study which will train the student to express his own thoughts in a clear, precise form, and at the same time to develop a taste for the study of good literature.

The work done in the Academy fills the requirements as explained on page 14, in Composition, Rhetoric and careful reading. Students are expected to have completed the Grammar as taught in the common schools before beginning this course.

The early part of the course is devoted to the study of the history of the English language, the Classical and Anglo-Saxon elements, figures of speech, punctuation, letter-writing and the beginning work in composition.

In the second year work is required in the form and structure of the sentence, the paragraph, and entire composition.

The work of both years is supplemented by the reading and study of the books as laid out in the list of required readings.

In the Freshman year instruction is given in the principles of expression, the fundamental processes of invention, natural aptitudes and habits, the sentence, the paragraph, the theme, and the general plan of construction. This work in Rhetoric is followed by a study of Bacon's Essays, illustrating from these masterpieces the principles that have been discussed in the text. The entire course is supplemented by original work on the Essay. A general survey is taken of the history of English literature.

During the Sophomore year the study of Rhetoric is continued, with an investigation of the elements, the qualities of style, and the kinds of composition. Original work is done in description, narration, exposition and argumentation. The style and writings of DeQuincy, Macauley and Carlyle are reviewed, and an analysis is made of at least one selection from each of these authors. Three plays of Shakespeare are taken up with special reference to development of plot and characterization. Essays are presented and discussions and critical comments receive considerable attention.

The Junior year is occupied by a study of selections from the English poets. The first four books of Milton's Paradise Lost are studied with parts of the remainder of the poem. In the winter and part of the spring term a careful study is made of Tennyson's Idylls of

the King, In Memoriam, and some of the shorter poems. The remainder of the year is devoted to Browning, including such poems as Saul, Andrea del Sarto, and Rabbi Ben Ezra,

Two terms of the Senior year are devoted to the study of the Anglo-Saxon language and literature. During the first term the student gains a knowledge of the grammar, and of the word-forms and literary style of Old English prose. He investigates tales and poems from Chaucer and the life and thought of the times.

In the second term he engages in a literary and historical study of the poems of Spencer and of Spencerian influence and imitations. A critical study of "Beowulf, and the Fight at Finnsburh" are included in the course. The spring term is given to the study of Dante in Longfellow's translation.

ACADEMY.

MIDDLE YEAR—THREE TERMS.

Entrance requirements for reading, see page 14.
Lockwood's Lessons in English.

SENIOR YEAR.

Entrance requirements for study, see page 14-16.
Fall—English Bible.
Winter—Genung's Outlines of Rhetoric, Part I.
Spring—Genung's Outline's of Rhetoric, Part II.

COLLEGE.

FRESHMAN YEAR.

Fall—Genung's Practical Rhetoric and Handbook.
Winter—Introduction to English Literature, Pancoast.
Spring—English Bible, selected books from the Old Testament.

SOPHOMORE YEAR.

First Semester—English Prose, DeQuincey, Macauley and Carlyle.
Second Semester—English Poetry, Shakespeare, selected plays.

JUNIOR YEAR.

Fall—Milton's Paradise Lost, Books I, II, III and IV.
Winter—Tennyson's Idylls of the King.
Spring—Tennyson's In Memoriam, selections from Browning.

SENIOR YEAR.

Fall—Anglo-Saxon Grammar, Chaucer's Prologue and Knights' Tale.
Winter—Readings from Spencer, Study of Beowulf, Lectures.
Spring—Dante, Longfellow's translation; Selections.

MATHEMATICS.

Students are expected to have completed arithmetic before entering the Academy. For those who have not done so a special class is formed. The first year is devoted to Algebra, and much attention is given to method and facility in the use of radicals, quadratic equations, proportion, and literal expressions.

The second year and the third term of the third year are devoted to Plane and Solid Geometry and in this work much stress is laid upon original demonstrations.

The mathematics of the Freshman year is required in all courses. Plane Trigonometry occupies the first semester. In the second semester College Algebra is taught, beginning with a thorough review of fundamental principles, and including choice, chance, variables and limits, series, general properties of equations, and the solutions of higher equations.

In the Sophomore year, the first semester is devoted to Plane Analytic Geometry, including loci and their equations, the straight line, the circle, the parabola, the ellipse, and the hyperbola. In the second semester Differential Calculus is taught. The work of the Sophomore, Junior and Senior years is required only in the scientific course.

ACADEMY.

JUNIOR YEAR.

Fall—Milne's Algebra to Fractions.
Winter—Milne's Algebra to Quadratics.
Spring—Milne's Algebra to Logarithms.

MIDDLE YEAR.

Fall—Beman and Smith's Plane Geometry, Book I.
Winter—Beman and Smith's Plane Geometry, Books II and III.
Spring—Beman and Smith's Plane Geometry, Books IV and V.

SENIOR YEAR.

Spring—Beman and Smith's Solid Geometry.

COLLEGE.

FRESHMAN YEAR.

First Semester—Wentworth's Plane Trigonometry.
Second Semester—Wentworth's College Algebra.

SOPHOMORE YEAR.

First Semester—Wentworth's Analytical Geometry.
Second Semester—Osborne's Differential Calculus.

JUNIOR YEAR.

First Semester—Osborne's Integral Calculus.
Second Semester—C. Smith's Solid Analytical Geometry.

SENIOR YEAR.

Fall—Burnside and Panton's Theory of Equations.
Winter—Byerly's Integrals of Length, Surface and Volume.
Spring—Differential Equations.

SCIENCE.

In the Academy, the student gains an elementary knowledge of Physics, Physiology, Botany and Physical Geography. The course in Physics is illustrated by a line of experiments, with the class, covering the subjects taught. In Botany, field-work, including the collection of an herbarium of forty specimens, is required.

The science of the Freshman year is Chemistry. In the fall term general Inorganic Chemistry is taught by text book and by lectures. Four hours laboratory work per week is required during the fall term. This laboratory drill consists of experiments in Inorganic Chemistry illustrating the class-room work. The work of the winter term is entirely in the laboratory. Nine hours per week are required for this drill in Qualitative Analysis. The spring term is devoted to a brief consideration of Organic Chemistry. A course in the laboratory illustrating the text is made elective.

In the Sophomore year, a term is devoted to the study of Descriptive Astronomy. In the winter term Mineralogy is offered, with work in determination in the laboratory. General Geology is the subject for the spring. Specimens of rocks and fossils from the museum are used for study.

In the Junior year, work in the field of Biology is taken up. The first term is spent in a careful study with laboratory work of two organisms, the Fern and Earthworm, as a preparation for the more general work which follows. Advanced Human Physiology is studied during the winter term. It is of the highest importance that the student should understand at least the main outlines of modern Physiology. The subject cannot be adequately treated in the Academy. In the spring the study of Elementary Zoology is pursued. A part of the time is devoted to laboratory work.

In the Senior year, a term is spent on a general course in Physics, touching on the most important theories, and on the methods of handling physical data mathematically. The last two terms of the course are spent in a consideration of the subject of Evolution. Probably no other scientific theory has as general and as important a bearing on the other departments of knowledge as has Evolution. The student is expected to do some independent work. The subject is taken up from both the scientific and philosophical sides. The Bearings of Evolution, by LeConte,

and Schmid's Darwinian Theories are made the basis of the course, but the theories of all the important evolutionists are reviewed by extracts and lectures. Such a course forms a fitting close to the College work in science.

It is not the aim of the College to make the science course anything more than a strictly college course, preparatory to university work. No effort has been made to specialize the work in any direction, and no advanced work is included in the required course.

If the student is certain along what lines his post-graduate work will lie, and wishes to take up a specialty, there are facilities for two lines of advanced work.

ADVANCED CHEMISTRY—The laboratory is well fitted for a second or third term of four hours in Qualitative Analysis on difficult mixtures, traces, analysis of minerals and search for rare metals.

In Quantitative Analysis the student may elect eight hours work. The first term is spent in gaining practice in the common methods of manipulation, and in making a series of simple determinations of chemically pure salts. In the second term, volumetric methods of determining iron, manganese, and some of the common acids and alkalis are practiced. This is followed by the analysis of some of the more common alloys.

ADVANCED BIOLOGY—The student who wishes to supplement the work in Biology and Physiology, with a view to later study in Biology or medicine, may elect one or more terms work in Histology. An excellent selection of slides is furnished, and opportunity is given the student to become familiar with the common methods of preparation and mounting.

This advanced science is entirely laboratory work and is under the personal supervision of the head of the department.

ACADEMY.

JUNIOR YEAR.

Fall—Physical Geography, Appleton.
Winter—Physiology, Martin's Briefer Course.
Spring—Psychology.

SENIOR YEAR.

Fall—Physics, Gage.
Winter—Physics, Gage.
Spring—Botany, Bessey.

COLLEGE.

FRESHMAN YEAR.

Fall—Inorganic Chemistry, Remsen.
Winter—Qualitative Analysis, Prescott and Johnson.
Spring—Organic Chemistry, Remsen.

SOPHOMORE YEAR.

Fall—Astronomony, Young.
Winter—Mineralogy, Dana and Brush.
Spring—Geology, LeConte.

JUNIOR YEAR.

Fall—Biology, Sedgewick and Wilson.
Winter—Physiology, Martin's Advanced Course.
Spring—Elementary Zoology.

SENIOR YEAR.

Fall—Physics, Gage's Advanced.
Winter—Evolution, (no single text.)
Spring—Evolution.

LATIN.

Students who wish to begin the study of Latin are expected to have some practice in analyzing English sentences. The technical points of English grammar are not as necessary as is a fair ability to apply the general principles of syntax.

The text book for beginners is Harper & Burgess' Inductive Latin Primer, which is followed quite closely during the larger part of the first year. The first line of the first book of Cæsar's Gallic War constitutes the first lesson, with exercises for translation which can be drawn from it. No new word or new construction is learned by the pupil except as he finds it used in Cæsar's Gallic War.

Collar's Practical Latin Composition includes selections from Viri Romae, Nepos, Cæsar and Cicero for translation into English, with English sentences drawn from each chapter to be translated into Latin.

It is desirable that students intending to enter the second year of Latin should have had some training in translating the easier Latin prose which is found in Mr. Collar's selections.

The amount of work will be, approximately: In Cæsar, two books, together with easier Latin prose; in Cicero, five orations; in Virgil, six books of the Æneid; in Sallust, Catiline and one-third of the Jugurthine War.

Text books used—

Grammar, Allen & Greenough.
Primer, Harper & Burgess.
Practical Latin Composition, Collar.
Cicero's Orations, Allen & Greenough.
Virgil's Æneid, Greenough.
Sallust, Chase & Stuart.

Latin is required work for students following Classical course during the first two years. It is an elective during the same years for those

following Literary course. It presupposes the completion of the Academy Latin or its equivalent. Courses 1, 2 and 3 belong to the successive terms of the Freshman year, and courses 4, 5 and 6 to the same terms of Sophomore year.

Course 1 includes the history of the Second Punic War, as narrated by Livy in his twenty-first book. The relation of Rome and Carthage is discussed, and a study made of the leading men of the period. In addition to translation, different members of the class will present papers, which will be open to discussion.

Course 2 covers Cicero's De Senectute with selections from De Amicitia. An excellent opportunity is here afforded to become acquainted with the life and manners discussed in these dialogues.

Course 3. Selections from Horace's Odes and Satires, the Ars Poetica, and a study of Latin Versification and chief meters used by the poet.

Course 4. Here is studied the history of the Roman Conquests, as set forth by Tacitus in his Agricola. Portions of the Germania will also be read.

Course 5 includes a selection of the most characteristic satires of Juvenal, and such as will tend to make the student familiar with Roman life and manners.

Course 6. Roman Life in Latin Prose and Verse is a collection of extracts from the principal Latin writers, which tend to throw light upon Roman life and manners.

In this term a special effort will be made to give a more general view of various Latin writers and their place in literature.

ACADEMY.

JUNIOR YEAR.

Fall—Harper's Inductive Primer.
Winter—Harper's Inductive Primer.
Spring—Harper's Inductive Primer.
Collar's Practical Latin Prose Composition.

MIDDLE YEAR

Fall—Practical Latin Composition.
Winter—Cicero's Orations.
Spring—Cicero's Orations.

SENIOR YEAR.

Fall—Virgil's Æneid.
Winter—Virgil's Æneid.
Spring—Sallust's Jugurthine War, Catiline.

COLLEGE.

FRESHMAN YEAR.

Fall—Greenough's Livy, Book XXI.
Winter—Kelsey's De Senectute and De Amicitia.
Spring—Horace, Odes and Satires.

SOPHOMORE YEAR.

Fall—Tacitus' Agricola.
Winter—Juvenal's Satires.
Spring—Roman Life, Peck and Arrowsmith.

GREEK.

The studies in this department are required of all candidates for the degree of Bachelor of Arts. All who wish to become members of the Freshman class must have a thorough familiarity with the principles of Grammar, found in White's First Greek Book, and an ability to pass an examination on the first book of Xenophon's Anabasis.

The study of Greek is begun with the Senior preparatory year, and continued throughout the four years of the College course. Great care is exercised in the choice of texts to be read, and the aim is to give a comprehensive view not only of each author's works, but of Greek literature in its chief departments, and as a whole.

The faithful student gains an excellent *working knowledge* of the language, so that he may take up masterpieces *by himself* and read them intelligently. He becomes acquainted with the finest products of thought, representative of this ancient lore; is trained to a habit of critical study; masters much important history; learns philosophy: becomes a philologist; finds one of the very best keys to an understanding of the English language and literature; acquires the ability to investigate in a satisfactory manner the New Testament and the Septuagint version of the Old.

Greek is now quite generally regarded as an essential part of a truly *liberal education*. The much improved texts and methods of instruction render its study more pleasurable and attractive than formerly.

ACADEMY.

SENIOR YEAR.

Fall—White's First Greek Book.
Winter—White's First Greek Book.
Spring—White's First Greek Book.
Xenophon's Anabasis, Book I.

COLLEGE.

FRESHMAN YEAR.

Fall—Xenophon's Anabasis, Books II and III.
Winter—Xenophon's Anabasis, Books IV and V.
Mahaffey's Old Greek Life.
Spring—Orations of Lysias. Selections.
History of Greek Literature.

SOPHOMORE YEAR.

Fall—Guerber's Myths of Greece and Rome.
Winter—Plato's Apology and Crito.
Spring—Orations of Demosthenes. Selections.

JUNIOR YEAR.

Fall—Homer's Iliad, three books.
Winter—New Testament, Epistle to the Romans.
Spring—Birds or Clouds of Aristophanes.

SENIOR YEAR.

Fall—Aeschylus' Prometheus.
Homer's Odyssey, two books.
Winter—Euripides' Alcestis.
Spring—Sophocles' Electra and Antigone.

GERMAN.

The study of German covers a period of two years, beginning with first term of the Senior preparatory year. During the first year, students are thoroughly drilled in the sounds and forms of the language, and required to translate rapidly short sentences from sound as well as from sight. Oral and written practice is constant, and easy reading is commenced as soon as the student becomes familiar with the rudiments of the language. The elements of conversation and directions for further study are given. During the Freshman year, the class is introduced to the great works of Schiller, Gœthe, Heine and others. Essays designed to review a considerable amount of the history of German authors and literature are presented by members of the class, and occasional lectures are given. In the Sophomore year students may elect German in the fall and winter terms. Schiller and Heine are the authors studied.

ACADEMY.

SENIOR YEAR.

Fall—Joynes-Meissner's German Grammar.
Winter—Joynes-Meissner's German Grammar.
Super's Elementary Reader.
Spring—Storm's Immensee, Riehl's Der Stumme.
Ratsherr and Die Rechte Mutter.

COLLEGE.

FRESHMAN YEAR.

Fall—Primer of German Literature, Conant.
Schiller's William Tell, or Jungfrau von Orleans.
Winter—Heine's Die Harzreise, or Fouque's Undine.
Spring—Gœthe's Faust.

FRENCH.

The course in French extends through the Senior Preparatory and Freshman years. The first term is devoted to a mastery of the elements of the language. Pronunciation and idioms receive much attention. The great aim from the very first is to make ready and appreciative readers of the language. The texts are selected with a view to rendering the study popular and at the same time valuable. It will be seen that the course, though brief, embraces a study of the finest classics in the language. Whoever takes this work will easily get a very good understanding of the French language and literature.

ACADEMY.

SENIOR YEAR.

Fall—Edgren's Grammar.
Super's Preparatory Reader.
Winter—Sand's La Mare au Diable.
Spring—Helevey's L'Abbe Constantin.
Beaumarchais' Barbier de Seville.

COLLEGE.

FRESHMAN YEAR.

Fall—Corneille's Le Cid.
Dumas' Les Demoiselles De St. Cyr.
Winter—Racine's Athalie, or Esther.
Spring—Madam de Stael's Corinne and Merimee's Colomba.

HISTORY.

The aim of the Academy work is to give the student a basis of fact for his work throughout the entire course. Along with the text book work, specified use is made of the well equipped College library. Regular reports of results of excavations and explorations are frequently given in connection with the special study.

The aim of the work in the Junior and Senior years is to give an insight into the Philosophy of History, and the development which has led to our present institutions. Reports of current events in the countries under discussion are frequently given.

ACADEMY.

JUNIOR YEAR.

Fall—Fisk's Civil Government.
Winter—Myer's General History.
Spring—Myer's General History.

MIDDLE YEAR.

Fall—Myer's General History.
Winter—Montgomery's English History.

COLLEGE.

JUNIOR YEAR.

Fall—Mediæval Europe, Emerton.
Winter—Europe in the Nineteenth Century, Judson.
Spring—International Law, Lawrence.

SENIOR YEAR.

Fall—Constitutional History of the United States.
Winter—Constitutional History of England.
Spring—History of Civilization.

POLITICAL ECONOMY AND SOCIOLOGY.

Rev. Dr. Breed of Creston has been secured to give each year a course of lectures upon Sociology. He gives his first course during the Spring term of 1896-7. To this will be added in 1897-8 a term's work in Political Economy.

GYMNASTICS.

H. E. FARNHAM, Physical Director.

A course of Gymnastics is offered to all students, beginning September, 1897. Two hours class exercises a week are required of both the young men and the young women. Special attention is given by an experienced director to the correction of physical defects. Body-building is the aim of the class drills. The movements are thoroughly enjoyed by the hard-worked student. In not a few instances one's life is lengthened many years by reason of careful work in the gymnasium. The drills with dumb-bells, Indian clubs, wands and chest-weights are exhilarating. Robert's Exercises are used in the floor work. The bar work embraces many of the best points in the Ling system. Some fancy gymnastics will at times be introduced to give variety and animation. Once or twice each year public exhibitions will be given. In gymnastic training the College will be progressive. Physical development, health and comeliness will go along with mental growth.

CONSERVATORY OF MUSIC.

Students entering this department are under the same general discipline as those in other departments of the College. Recognizing the value of music as an educational factor, the College offers it as an elective study throughout the Literary course.

Especial attention is given to the formation of systematic and right methods of work. It is the object of this Conservatory to provide a broad and liberal education for its pupils. The greatest stress is laid upon the value of a systematic rather than a fragmentary course of study.

Students are urged to begin their musical study at the opening of the school year, and to continue it with the regularity of college students.

Instruction is given in piano, violin, voice and organ. Classes are formed in harmony, counterpoint, analysis and musical history. Besides these there is a Musical Reading Club, which meets once a week, when matters of general musical interest are read and discussed.

PIANO FORTE.

The head of this department is a certificated examiner for the New England Conservatory of Music, and prepares students for that institution.

The most modern system of technical training is Virgil's Clavier method. The pupil may study this system of technic, or do all his work on the piano, as he wishes. The following is a sketch of the clavier and its advantages:

It is a mute key board with double clicks indicating the down and up movement of each key. The stiffness of the action can be changed from two to twenty ounces. The clavier supplies a direct and rapid method for a correct technic. At the piano accuracy of technic is to some extent a matter of guesswork; the clavier reveals technical inaccuracy. The work of learning the piano consists of two things, cultivating the ear and training the fingers. It is musical and mechanical. Of the two, it is the training of the fingers that costs the most time and labor. The keyboard, with its almost infinite possibilities, must be mastered; without this the player is helpless.

The distinct click of each key when struck and when released gives clearness and exactness to all practice work impossible at the piano. Rightly used, clavier practice does more in three months than is commonly done in as many years.

But the question arises, is not the ear losing more than the fingers gain by this method? The first element of good music is an agreeable tone which no beginner produces. This is a high accomplishment, acquired only after long practice. It is therefore a mistake to suppose that we are cultivating the ear while listening to the first stammering

of the pupil. We are ruining the ear. For the cultivation of the ear, therefore, it is better that the training of the fingers should go in advance. The idea is to train the fingers so thoroughly on the clavier that at the piano it will be easier and more natural from the first to produce good effects. The pupil's progress will give him zest in his clavier work.

FIRST YEAR.

Technic; Duvernoy, Op. 120.
Loeschhorn, Op. 66; Heller, Op. 47.

SECOND YEAR.

Technic; Czerny, Op. 299.
Heller, Op. 46; Raff, 30 Progressive studies.
Bach, Little Preludes.

THIRD YEAR.

Technic; Cramer-Bulow studies.
Czerny, Op. 740.
Bach, two and three-part inventions.
Doring, Octave studies.

FOURTH YEAR.

Advanced Technic; Moscheles' and Kessler's studies.
Bach, Italian Concerto and suites.
Kullak, Octave studies.

Pieces by the best composers to be studied throughout the course at the discretion of the teacher.

PIPE ORGAN.

The chief object of this course is the education of organists with a view to fitting them for the practical conduct of church services, while at the same time affording them opportunities for attaining proficiency as concert organists.

No organ instruction is given in the first and second grades. The pupil acquires the necessary elementary knowledge and sufficient skill and familiarity with the keyboard by pursuing those grades in the piano course, either in the Conservatory or elsewhere. The third grade is devoted to exercises in pedal playing, First Studies in Obligato by Henry M. Dunham, Hymn-tune playing and elementary registration by the study of such pieces as Geo. Whiting's Preludes and Postludes. The fourth grade includes an extended study of registration through pieces specially adapted for church services, and studies and pieces of polyphonic type by Rink, Bach, and a study of organ sonatas by Bach, Mendelsshon, etc.

A large two-manual pipe organ has recently been purchased by the Congregational Church of Tabor, which the students will be allowed

to use for the practice of registration and the taking of lessons. For general practice there is an excellent two-manual pedal organ that will be open to all students who wish to use it.

VOICE CULTURE.

The Italian method is acknowledged to be the only method by which the higher tones can be produced clearly, with a fine quality, and with the least effort, without affecting the lower tones. The higher tones can be produced lightly and powerfully. Special attention is given to head-tones, high placement, and a freedom of all the muscles of the vocal organs. Enunciation and breathing are considered an important part of voice training.

Several opportunities for choral study are open to voice students. Examinations are held at the beginning of each year for admission to the College Glee Club. A mixed choral class in sight reading and study of oratorios is formed each year, and is open to all. Examinations will be held for a ladies' chorus in '97-8.

FIRST YEAR.

M. C. Marchesi's Exercises.
Sieber's Vocalises.

SECOND YEAR.

Sieber's Vocalises, velocity.
Concone's Exercises.
Marchesi's Vocalises.

THIRD YEAR.

S. C. Marchesi's Italian Vocalises.
Concone's Exercises.
Sieber's Vocalises.

FOURTH YEAR.

Solos from the best oratorios.
Arias and songs from the best writers.
Exercises by teacher for tone-quality, high placement and technic given throughout the entire course. Songs to be studied at the discretion of the teacher.

VIOLIN.

The Joachim system of bowing is the most important feature of good violin technic. It is used by all great modern violinists.

A fifth year of study is offered as an elective beyond the requirements for graduation to those who wish to take it.

A Conservatory Orchestra is formed each year for the benefit of students who are capable of joining.

FIRST YEAR.

Wichtl's Young Violinist.
Kayser's Etudes, Op. 20, Book I.

SECOND YEAR.

Kayser's Etudes, Op. 20, Books II and III.
David's Violin School, Book II.
Mazas' Etudes, Op. 36, Book I.

THIRD YEAR.

Mazas' Etudes, Op. 36, Book II.
Kreutzer's Etudes, first half.
David's Violin School, Book II.

FOURTH YEAR.

Kreutzer's Etudes, second half.
Fiorilla's 36 Caprices.
David's Violin School, Book II.

FIFTH YEAR.

Rodes' 24 Caprices.
Rovelli's 12 Caprices.
Tartini's 50 Variations.
David's Violin School, Book II.

Selections from the best composers to be studied throughout the course at the discretion of the teacher.

THEORY AND MUSICAL HISTORY.

Richter's or Emery's Manual of Harmony and E. F. Richter's Additional Exercises are used. Four terms are required in the second and third years for this study.

Two terms are devoted to the study of Jadassohn's Counterpoint.

The text book used in Musical History is Fillmore. The study is pursued throughout the fourth year.

The course in Theory includes Harmony, Counterpoint and Musical Analysis.

REQUIREMENTS FOR GRADUATION.

The equivalent of a two years' course in a good high school or academy, which must include one year's work in German, is required of all graduates of the Conservatory.

The courses offered cover nominally a period of four years, but the students are expected to have acquired the rudiments of music before entering the Conservatory. Much depends on individual talent as to the amount of time required to complete the course.

For graduation both a major and a minor are required. It is the aim of the Conservatory to graduate students familiar with the technic

of at least two instruments. All students must spend one-third of the first two years in the study of the piano. One-third of the time during the first two years must be spent on the minor study.

FIRST YEAR.

Fall—Piano. ⅓; voice, violin or organ, ⅓; ear training, ⅓.
Winter—Piano, ⅓; voice, violin or organ, ⅓.
Spring—Piano, ⅓; voice, violin or organ, ⅓.

SECOND YEAR.

Fall—
Winter— Piano, ⅓; voice, violin or organ, ⅓; harmony, ⅓.
Spring—

THIRD YEAR.

Fall—Major, (piano, voice, violin,) ⅔; harmony, ⅓.
Winter—Major, (piano, voice, violin,) ⅔; counterpoint and analysis, ⅓.
Spring—Major, (piano, voice, violin,) ⅔; counterpoint and analysis, ⅓.

FOURTH YEAR.

Fall—
Winter— Major, (piano, voice, violin,) ⅔; musical history, ⅓.
Spring—

TUITION AND OTHER EXPENSES.

FOR A TERM OF TWELVE WEEKS.

Piano, or organ, two lessons a week	$ 15 00
Violin, or voice culture, two lessons a week:	
Private half-hour lessons	15 00
Class lessons	10 00
Harmony, or counterpoint, two lessons a week	6 00
Analysis, one lesson a week	3 00
Choral class, one hour a week	2 00
Rent of pedal organ, one hour a day, per term	3 00
Rent of piano, one hour a day, per term	2 00-3 00
Rent of clavier, one hour a day, per term	1 50

A liberal discount will be made when instruments are rented for several hours a day.

No deduction from tuition will be made for less than a quarter of a term, except in case of sickness.

ELOCUTION AND ORATORY.

This department aims to enable the student to use the full measure of his powers of body and mind before an audience, and to develop readers and orators whose delivery shall be powerful, graceful and natural. The object is not to teach mechanical rules, but to train one to study his mental processes and their free and easy expression. Constant

emphasis is laid upon sincerity, information and broad culture as necessary to real progress, and special attention is given to the correction of particular faults and the cultivation of individual powers.

The methods of instruction originated by the Emerson College of Oratory are closely followed, with the practical elocution of Fulton and Trueblood serving as collateral help.

Regular work is required for a part of the Senior Preparatory and Freshman years. During the Spring term a series of public recitals will be given by the pupils.

Arrangements may be made for private instruction at any time.
Tuition for a term of twelve weeks, class work three hours a week..$10 00
Private instruction, two lessons a week..... 15 00

Fall—Physical Culture.
Vocal Culture and Enunciation.
Fundamental Principles of Gesture.
Declamations.

Winter—Physical Culture.
Vocal Culture and Enunciation.
Attitudes and Movements of the Body.
Declamations and Orations.

Spring—Physical Culture.
Vocal Culture and Enunciation.
Forensic Deportment.
Extemporaneous Drill.
Orations, Public Recitals.

ART.

Technical instruction is given in Drawing, Modeling, and Painting in Oil and Pastel.

Perspective and Mechanical Drawing are also taught and special arrangements have been made that every student in the College may take this drill with very little expense.

Classes are formed for the study of Composition and the History of Art, open to all regular art students.

Instruction in all classes is individual and the advancement of each student depends on the degree of proficiency only. Students will find it much to their advantage to follow out the course of study recommended here, and upon completion of such a course certificates will be granted.

Elementary. From the beginning the student is taught to draw from the object. Models are provided whose contours are straight lines. From these block figures the student gains a thorough knowledge of proportion and perspective. This method of work is carried throughout

the course; no copying of any kind is permitted. The work then advances to drawing from fragments of the human figure and models of natural objects.

Antique. In the antique class the methods used require close observation, combined with great patience and perseverance, though the earnest student will find little difficulty in mastering the more subtle outlines of the head, having once gained a very good idea of proportion from the block figures.

The education of the eye is considered of greater importance than the training of the hand, not only in simple line work and in the study of superficial forms, but in the general yet no less certain laws which underlie and distinguish the work of every great master in sculpture or painting.

Still Life and Life. Work in this class consists of drawing and painting from the living model and objects. More attention is given to the study of the head since the subtle outline and character study is believed to develop the mind and individuality of the student than any other.

Students who paint should draw a portion of the time, and in all cases a careful study of the model and a conscientious search for contours and construction are recommended.

No effort is made to bring the students to a uniformity of method, except to the extent of instructing them to see forms as they really exist: beyond this each student is permitted to develop or follow out a style of his own.

Modeling. The work of modeling in clay is intended to supplement the work in drawing and painting for the purpose of giving students a more detailed knowledge of the form and composition of the models which they have studied in their work in drawing. The pupils are taught to cast their own models in plaster and also to make casts from living models.

Composition. Pictorial composition is the proportionate arranging and unifying of the different features and objects of a picture. There must be an exercise of judgment on the part of the student as to fitness and position, as to harmony of relation, proportion, color, light, and there must be a skillful uniting of all the parts into one perfect whole.

TUITION.

Drawing, per term of twenty-four lessons, three hours each..... $10.00
Painting, in Oil or Pastel, per term of twenty-four lessons, three hours each..... 10.00
Modeling in clay, per term of twenty-four lessons, three hours each 10.00

SUMMARY OF ATTENDANCE,

For the College Year 1896-7.

COLLEGE.

Graduates	1
Seniors	4
Juniors	9
Sophomores	14
Freshmen	16
Senior Academy	18
Middle Academy	23
Junior Academy	13
Special Students	21
Music Students	59
Elocution Students	20
Art Students	12
Total	210
Deducting names repeated	65
Corrected Total	155

STATES REPRESENTED.

Iowa	140
Missouri	3
Nebraska	3
Illinois	2
Colorado	1
Indiana	1
Minnesota	1
Oregon	1
Japan	1
Norway	1
Sweden	1

FORM OF A BEQUEST.

I give and bequeath to Tabor College, located at Tabor, Fremont County, Iowa, the sum of.....dollars, to be used for the best interests of said College, under the direction of the Trustees.

BEQUEST FOR SPECIAL OBJECT.

I give and bequeath to Tabor College, located at Tabor, Fremont County, Iowa, the sum of.....dollars, to be used by the Trustees of Tabor College for....., subject to the following conditions: .....

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